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ABSTRACT

This booklet is the first in a series of resource materials designed to aid Lutheran communities assess the feasibility of a high school, make plans and responsible decisions for the establishment of a school, and assist existing schools in their ongoing operation. The guidelines in the first part of the booklet present a step-by-step procedure for starting a feasibility study. This includes formation of an exploration group, classification of purpose, compilation of preliminary information, securement of knowledgeable assistance, convocation of key meetings, go or no-go decision, and postdecision procedure. The second part--coordinated resources--presents arguments in favor of establishing a Lutheran high school and facts about Lutheran high schools. Other material consists of sample forms for meeting agendas, news announcements, a congregation commitment resolution, and helpful hints.
(Author/MLF)

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PLANNING FOR LUTHERAN HIGH SCHOOLS

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Guidelines for Getting Started

Part One — Exploration Phase Activities

Part Two — Coordinated Resources

EA 011 473

Lutheran schools in America are flourishing. This is particularly true of Lutheran secondary schools.

Many Lutheran communities are currently conducting feasibility studies to the end that they too might have a Lutheran high school for their young people. The need for materials to help Lutheran communities conduct feasibility studies and make responsible educational decisions has become quite urgent.

Through the coordinating efforts and generous financial help of the Aid Association of Lutherans, representatives of the education offices and high school associations of the Wisconsin Evangelical Lutheran Synod and The Lutheran Church-Missouri Synod have combined their efforts in the development of the *Planning for Lutheran High Schools* materials.

The *Planning for Lutheran High Schools* resources have been designed to aid Lutheran communities assess the feasibility of a high school for their young people and make plans and responsible decisions for the establishment of a school. Resource materials are also designed to assist existing schools in their ongoing operation. Consultants, experienced in the administration of Lutheran secondary education, are available to help communities use these materials. Arrangements for consultants should be made through the respective synodical education office.

The work of the following educators is herewith gratefully acknowledged: Project Director: Martin Wessler; Consultants: Neal Meitler, Al Senske; Contributors: Edward Bertram, Ray Halm, Carl Kahlfeldt, Robert Krause, Victor Peper, David Rohde, Marlin Schulz, Robert Storm, Robert Voss, Richard Wallace.

These materials are dedicated to the glory of God for the extension of Lutheran secondary education.

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GUIDELINES FOR GETTING STARTED

PART ONE: EXPLORATION PHASE ACTIVITIES

Many people all across the country have captured the vision of Lutheran secondary education as a vital ministry to youth. For those who wish to determine if such a program can become a reality in their community, this document (H01) presents a step-by-step procedure for starting a feasibility study and includes Coordinated Resources. Instructions for acquiring other resources for planning a Lutheran high school are on the last page of this document.

A feasibility study moves from one stage or level of concern, commitment, and sophistication to another. There is a point, Step Six, at which the Exploration Group must decide if the study merits continuation. The Planning Chart (H02) outlines all phases of the total feasibility study. This document (H01) denotes only those activities recommended for the first phase, the Exploration Phase.

The Exploration Phase Activities consist of these steps:

Step One.	Convene Exploration Group
Step Two.	Clarify Your Purpose
Step Three.	Compile Preliminary Information
Step Four.	Secure Knowledgeable Assistance
Step Five.	Convene Key Meetings
Step Six.	GO or NO-GO Decision Making
Step Seven.	Decision Follow-Up

Step One — Convene Exploration Group

Lutheran high schools have proven to be a tremendous blessing to young people, parents, communities, and churches. You are to be commended for your willingness to begin a feasibility study for such an important program.

GROUP MAKE-UP

Join with others whom you feel are also interested in beginning a high school. If there are just a few of you, add others as soon as possible. It is advantageous to have an unofficial Exploration Group total approximately twelve persons, including concerned lay-persons, teachers, pastor(s), and other persons knowledgeable about the community. Provide a copy of this document (H01) for every member of the group. List the name, address, and other information concerning each member of the group for ready reference. Duplicate the list for distribution to the group. You now consitute a very strategic group of people.

OFFICERS

Choose one member to serve as chairman, another as secretary. Attendance records, minutes, and a file of compiled information should be kept already during the early informal discussions.

COSTS

Some funds will be needed during the Exploration Phase to cover the cost of postage, materials, telephone calls, and consultant's fees and expenses. Identify methods to be used to raise funds for these purpose. (See H09, Part Three).

Step Two — Clarify Your Purpose

It is important to be clear on why you want to begin a Lutheran high school. You will often be asked this question, "Why a Lutheran high school here?" There will be numerous uses for a precise statement of purpose as you attempt to share your vision with others.

Read and discuss "Why a Lutheran High School?" beginning on page 6 of this document.

Supplementary materials that would be helpful are: "Lutheran High Schools: History, Operations, Effectiveness," and "The Lutheran High School Story: A Collection of Histories." See the last page of this document for ordering information.

Share and put into writing those reasons which the Exploration Group feels are the most important for establishing a Lutheran high school in your community. Provide copies for each person in your group. Insert several copies into this document for easy and frequent reference.

Step Three — Compile Preliminary Information

Vital information is available from existing sources which can be helpful to the Exploratory Group. Do not attempt to go into too detailed an exploration at this time. This Phase requires only preliminary data. More in-depth studies will be required if you should decide to enter the Survey and Planning Phases. The compiling of information is an ongoing activity to be done simultaneously with the subsequent steps identified in this document.

Read and discuss "Some Basic Facts About Lutheran High Schools," beginning on page 9 of this document.

On a separate page, list the known potential resources of the community including: (a) finances, (b) facilities, and (c) enrollment.

Make an assessment of the level of support which the high school concept has from among: (a) pastors-teachers, (b) parents, (c) Lutheran community, and (d) community.

To obtain information for the above assessment you will want to engage in the activities listed below. This is not a complete listing because each community will have its own unique sources.

1) On an enlarged map of your area plot the geographic distribution of Lutheran congregations and Lutheran elementary and junior high schools. Also note the location of other nonpublic and private schools.

2) Develop a Profile Sheet on each congregation which may have potential interest in a Lutheran high school. A sample Profile Sheet is provided on page 10. Do not make a big "production" of data gathering at this time.

3) Without making public inquiry, list the sites where the school could be suitably located. The list should include sites for new construction, existing facilities, temporary/permanent quarters.

4) Record estimates of: (a) public school enrollment trends, (b) nonpublic school enrollment trends (other than those included on the congregation Profile sheets), and (c) community growth, mobility, and socio-economic trends.

5) Identify sources of possible financial support including those from: (a) congregational resources as determined through the Profile Sheets, (b) the estimated per pupil tuition limits, (c) business, (d) industry, (e) foundations, (f) private individuals, and (g) others. See NOTE.

6) Identify the feelings which you have heard expressed by Lutherans and non-Lutherans regarding public and Lutheran high schools. Assess the community's attitudes toward the public and the existing nonpublic school systems.

NOTE: The Synods and associations may have differing views with respect to approaching non-Lutherans, businesses, and foundations.

Step Four — Secure Knowledgeable Assistance

Key people should be informed of your desire for a Lutheran high school since they can be of valuable assistance. An Exploration Group which is sincere about its task can not afford to by-pass the help available from the following sources:

DISTRICT CONSULTANT

The districts (or synods) of most Lutheran churches have either a fulltime or parttime education executive (various titles are used by different districts). Invite this person to attend your meetings so he can lend support and educational expertise. This person has detailed knowledge of the entire district, specific congregations, schools, and individuals.

SYNODICAL CONSULTANT

The Synod's Education Office is the source for ordering high school planning materials. The synodical Education Officer can help with securing a trained Lutheran Secondary School Consultant for your Exploration Group. The synodical officer is available to serve as a speaker for promotional gatherings. He can also help with the development of secondary school personnel lists.

SECONDARY SCHOOL CONSULTANT

A number of experienced Lutheran high school administrators have been trained to serve as consultants for conducting feasibility studies and to assist in the use of the high school planning materials described on the Planning Chart (H02). The selection of the Secondary School Consultant should be made with the aid of the Synodical Consultant. The Secondary School consultant should be contracted by the Exploration Group with the intent that he may be retained by the Steering Committee in the event the feasibility study is extended into the Survey Phase. Experience shows that the use of a consultant saves time and money, and avoids many pitfalls in the early phases of school planning.

Step Five — Convene Key Meetings

The Exploration Group should listen to the input of several key groups. Meetings of these key groups should be planned and conducted with care so that reliable reactions regarding the concept of a Lutheran high school can be received. Have the District and Secondary Consultants help develop meeting agendas. Also utilize them as leaders and participants.

PASTORS AND ELEMENTARY PRINCIPALS MEETING

Hopefully, a Lutheran pastor(s) and a Lutheran school principal(s) will be members of the Exploration Group. It is helpful during the early stages of this Phase to involve key pastors and principals who can give expertise and bring status to your study among pastors and teachers. This can be done individually or in groups. They should always feel free to attend your meetings.

Before your study proceeds too far, invite all pastors and principals to a single meeting so they may be fully informed of your desire and reasons for a high school. They need assurance that no strategies will be developed about which they will not be informed. Reactions to the concept are to be solicited in order to ascertain initial levels of support and ideas for future planning and action. See the sample Pastor-Principal Meeting Agenda on page 11. Local situations will dictate agenda alternatives. After the meeting you will be able to add pertinent information to that which you are compiling for Step Three.

REPRESENTATIVES OF CONGREGATIONS MEETING

Invite all Lutheran congregations in the area to send representatives and interested parents to an information meeting. A sample agenda is on page 11, sample news release on page 13, and sample statement for church bulletins is on page 14. Your basic reasons for this meeting are to present the purpose for a high school, to give the findings of your preliminary study, and to receive realistic feedback. After the meeting you will be able to add pertinent information to that which you are compiling for Step Three.

Step Six — GO or NO-GO Decision Making

EXPLORATION GROUP DECISION MEETING

You are now faced with making a significant decision. You must decide if there is sufficient interest in a Lutheran high school to justify continuing the feasibility study into the Survey Phase. Your District and Secondary Consultants should be involved in making this decision.

GO OR NO-GO CHECK LIST

A GO or NO-GO Check List is provided on page 15. First, review the information you have compiled in Step Three. The chairman should then direct the group to complete the Check List without discussion. The secretary should tabulate the number of check marks for each item by column. The tabulation should be announced and discussed.

THE DECISION

The group is now prepared to vote. A preponderance of "yes" answers on the Check List would indicate a definite readiness to proceed into the Survey Phase. Mostly "no" answers would dictate that the feasibility study should be aborted. Many "not certain" answers may call for either aborting or attempting to secure more information. Some "not certain" answers can be expected at this point. A vote should be called by the chairman. The decision reached should be one of the following:

1. _____ Proceed with the Survey Phase.

2. _____ Continue the Exploration Phase to gather more information

3. _____ Abort the feasibility study

4. _____ Certain groups may want to consider a fourth alternative: In some communities where it is not possible to begin a Lutheran hign school, you may decide to study the possibility of starting a private school independent of any churches.

Step Seven — Decision Meeting Follow-up

It is imperative that everyone be informed of the decision as soon as possible, even if the decision is NO. A GO requires the structuring of a Steering Committee and the acquisition of commitment resolutions from the congregations.

FOLLOW-UP COMMUNICATION

The decision should usually be communicated to the local press, the pastors and principals, and the area congregations. Sample news releases for local papers and newscasts are located on pages 16-17; also, statements for inclusion in parish mailings and Sunday bulletins are on pages If the decision is GO, you will need to proceed with the following strategy.

FOLLOW-UP STRATEGY

Congregations - Request each congregation to adopt a resolution which commits the congregation to support the upcoming Survey Phase. See page 18 for a sample Congregation Commitment Resolution. The local situation will help determine how this request should be made:

1. Call a meeting of all pastors and principals, explain the Survey Phase from the Planning Chart. Distribute copies of your resolution asking them to explain its implications to their congregations.

2. Call the same meeting as above but also invite lay representatives.

3. Request permission for an Exploration Group member to speak at a Sunday worship service or voters assembly of each parish.

4. Contact each pastor individually.

Utilize your consultants for advice on the correct approaches and for the development of a discussion outline. See page 19 for a sample.

Steering Committee - To begin the Survey Phase a Steering Committee must be selected which replaces the Exploration Group. Group members are eligible to serve on the Steering Committee. The congregations that adopt the Commitment Resolution should send representatives to a meeting called for the purpose of appointing a Nominating Committee. The Nominating Committee is to prepare a slate of candidates from which a Steering Committee will be elected at a subsequent meeting.

Prior to preparation of the Steering Committee slate, the Nominating Committee should obtain the Steering Committee Handbook (HO3). Order from the Synod's Education Office or obtain a copy from the Secondary Consultant. The Handbook contains a Steering Committee job description and outlines the functions and steps to be taken by the Committee's five sub-committees during the Survey and Planning Phases. It not only provides helpful guidelines for nominating Steering Committee members, but also assures congregational representatives that Phase II will be conducted in a thorough and systematic manner.

Basic Tips - As committee members and other supportive persons continue to plan the new school, it is helpful to keep some basic tips in mind. They have applicability throughout the entire study, even for existing schools. These suggestions are intended to help avoid some of the misinformation and negative attitudes which might develop. See page 20 for "Basic Tips to Keep in Mind."

May God continue to bless you for your commitment to Lutheran Schools.

PART TWO: COORDINATED RESOURCES

WHY A LUTHERAN HIGH SCHOOL?

Why a Lutheran high school? There are four good reasons: the youth, the parents, the church, and the community. Lutheran high schools are alternatives to public education. They are not started out of opposition to public education, but they represent an effort to satisfy human needs in unique ways.

One unique aspect of Lutheran education is that it includes the Christian faith and the Christian way of life in the educational process. Lutheran schools are based on a firm belief that for God to be at the center of one's life, He must also be made a vital part of the learning process.

THE YOUTH

The needs of people are physical, mental, emotional, social, and spiritual. As young people become adults they must be made aware of their needs and be able to explore them in depth. Life's problems and joys, life's challenges and purposes are met and experienced through human needs. They permeate and interrelate with our total selves.

Religion should not be separated from such growth. For youth to understand their needs in depth they need answers to such questions as: Who is God? How and why did the world and man come into existence? Who is man? What is his purpose? Are people innately good or evil?

This growing into responsible adulthood also requires skills for building relationships. One person's needs are often at cross purposes with the needs of another. The development of proper Christian relationships is aided by finding answers to: How do God's people act? How do I fulfill my needs in relationship to the needs and rights of others? What does God declare as right and wrong? What actions are ethical and moral? How does God want me to act when wronged by others? How does God react to my sin?

A significant aspect of the process of Christian maturity is the increased understanding that each person requires help with his personal needs and also has the responsibility to help others with theirs. To grasp this more fully, the youth also need answers to: Why should we help one another? How does human help spring from Jesus' love? How does the Holy Spirit work in and through the Christian? In what ways are we weak, and why? What is our source of power and commitment? What does it mean to live under the Gospel?

Lutheran education is certain about its purpose. It is to promote the Christian faith. It attempts to help youth find answers to their life's questions from the truths of Scripture and with the help of Christian peers and teachers. Through religious insight youth can explore life's needs and find a sense of ultimate purpose and divine dignity. From the Scriptures they will learn that, at the core of the Christian life-style, there is forgiveness, and that their hope for eternity is based on grace through faith in Jesus Christ.

Are these aspects of Lutheran education relevant to the needs of the youth in your community?

THE PARENTS

Parents love their children and they should be concerned about these gifts of God. Parents also have much concern about the life-styles of their children. Education, peer groups, religion, and the home are some of the key factors which help mold life-styles. They are crucial components of moral and spiritual development.

God suggests in the Old and the New Testament that parents should discipline and instruct their children in the Lord, teach His words diligently to them, train them in the way they should go, and teach them how to observe His commands. There are numerous ways in which this can be done.

A Lutheran high school allows parents to choose an educational program that will help them carry out their parental responsibilities. The right to choose a Lutheran school gives people the privilege of the free exercise of religion.

Through such schools the youth have access to educational programs in which parents are given opportunities for input and decision making. These schools are available to all since they have open enrollment policies and are viable options for Lutherans and children of all races, color, and ethnic origins. Lutheran schools do not discriminate on the basis of sex in educational programs, activities, and employment practices and policies.

Are these aspects of Lutheran education relevant to the needs of the parents in your community?

THE CHURCH

The mission and ministry of the church is to provide opportunities to worship God, to learn more about God and man, to witness for Christ, to develop communities of fellowship and to help serve one another. An official Lutheran church statement reads, "The most effective educational agencies available to the church for equipping God's people for ministry are the full time Lutheran elementary and secondary schools." Five days a week, and some times more, Lutheran high school classrooms and activity centers are part of the church.

Does a Lutheran high school really make a difference as far as the individual person and the church are concerned? Research has proven that people who have attended Lutheran schools: report more frequent experiences with God in their personal lives; exhibit a more consistent belief in the divinity of Jesus; possess a greater clarity on the way of salvation by grace through faith in Jesus Christ alone; display more Biblical knowledge; experience a fuller devotional life and engage in more witnessing; hold a more balanced conservative theology, not ultraconservative and not liberal; have a greater awareness of the presence of the Trinity in one's whole life; give a higher value to relationships with God and men; have a more reasonable respect for authority; show stronger tendencies to be forgiving and personally forthright with other people; display a greater avoidance of over-simplistic views of social issues as mere power struggles; show less of a tendency to be anxious about their faith; and are less swayed by their peers.

The research also presents clear evidence that the more years a person attends Lutheran schools the more significant is this difference. The research does not say that these same qualities can not be present in individuals who have not attended a Lutheran school, but it is less likely.

Are these aspects of Lutheran education relevant to the needs of the church in your community?

THE COMMUNITY

There is overwhelming evidence that many persons from our nation's communities recognize the value of such schools. Educational diversity and choice are considered essential elements in America and must be preserved. This concept has been championed by Commissioners of Education and many other national and local leaders in public education.

The general public continues to grow in their understanding that non-public schools contribute much to the common good. It is publicly acknowledged that these schools raise the quality of education, are examples of concern for children and parents and dedication toward the good of humanity, are committed to the religious values which so many homes embrace, are spearheading a rebirth in moral and spiritual values, are staffed by committed teachers who have genuine care and show personalized concern, and produce trustworthy and honorable Christian citizens.

Are these aspects of Lutheran education relevant to the needs of your community in general?

SUMMARY

No Lutheran high school can ever claim its students will automatically be better Christians than teenagers who do not attend a Lutheran high school. The power to lead a Christian life is a free gift of the Holy Spirit through sanctification. Like faith, this free gift is poured out through the means of grace, namely, God's Word and His sacraments.

Lutheran high schools attempt to create optimum opportunities for exposure and application of the Scriptures to pupils' needs through dedicated Christian teaching, worship services, and an atmosphere of Christian fellowship, service, and witness.

When a high school graduate emerges as a mature, dedicated Christian equipped to live the abundant life in Christ, all credit belongs to God, our Creator; to Jesus, our Redeemer; and to the Holy Spirit, our Real Teacher in the home, school, and church.

SOME BASIC FACTS ABOUT LUTHERAN HIGH SCHOOLS

LUTHERAN HIGH SCHOOLS SHOW GROWTH

- The first community Lutheran high school was founded in Milwaukee, WI, in 1903.
- During early and middle 1900's growth was slow.
- From June 1970 through September 1976 congregations of the Lutheran Church-Missouri Synod began 15 new high schools; they now total 39.
- Some high school associations include several major Lutheran bodies.
- Almost 15,000 students are enrolled in LCMS schools. Several junior high schools, the synodical high schools and one overseas school increase that total by 7,500 students.
- The number of high schools operated by congregations of the Wisconsin Evangelical Lutheran Synod numbered 2 in 1955, 11 in 1975.
- WELS area and synodical high school enrollments have exceeded 5,000.

THE LANDSCAPES VARY (1975 FIGURES)

- Settings range from small towns to the large metropolitan centers.
- Most schools are in heavily populated areas, some in the suburbs, others in the central city.
- Single schools have evolved into a system of two, three or more schools.
- Schools are located in 20 states from Minnesota to Texas, New York to Hawaii, and Repulse Bay, Hong Kong.
- Most are associations of congregations, some an association of individuals.
- Some are supported by a single congregation, others have association memberships of over 70 churches.
- Over 800 Lutheran congregations are involved in high school support.
- 20% of the enrollment is non-Lutheran, nearly the same percentage are nonwhite.
- Some schools begin with 1 or 2 grades, often involving less than 30 pupils.
- The average student body numbers nearly 400, some serve over 1,000.
- Median property value is about $1-1/4 million.
- Operating income averages $350,000 yearly, mean capital income $70,000 yearly.
- Costs average slightly over $1,000 per pupil per year.

The key fact about all Lutheran high schools is that they require commitment. The reality of Lutheran and other support is a crucial ingredient not only in the development of a new school but in the ongoing operation of existing schools. In 1976 at least 35 communities were engaged in some phase of a high school feasibility study.

CONGREGATION PROFILE SHEET

Complete one profile sheet for each congregation. Information may be obtained from the latest editions of the synodical Statistical Yearbooks, District officials, and directly from the respective pastors, principals, and congregational representatives. Complete statistics may not always be available. The manner in which information is gathered should build a favorable attitude toward the potential high school. No one should feel threatened in the process.

Congregation: _____ Pastor: _____

Synodical affiliation: _____ Telephone: _____

Address: _____ _____

Last five years	No. of baptized members	No. of communicant members	Aver. church attendance	Contributions: At Home	At Large	Cash reserve, or Indebtedness	Yrly. Luth. School Budget: From congreg./From tuition	
____	_____	_____	_____	_____	_____	_____	_____	_____
____	_____	_____	_____	_____	_____	_____	_____	_____
____	_____	_____	_____	_____	_____	_____	_____	_____
____	_____	_____	_____	_____	_____	_____	_____	_____
____	_____	_____	_____	_____	_____	_____	_____	_____

Last five years	Sunday school pupils	Weekday classes pupils	Junior confir-mands	Pre-school and/or Elementary pupils: (if church has a school) Members	Nonmembers	Eighth grade graduates: Lutheran schools	Other schools
____	_____	_____	_____	_____	_____	_____	_____
____	_____	_____	_____	_____	_____	_____	_____
____	_____	_____	_____	_____	_____	_____	_____
____	_____	_____	_____	_____	_____	_____	_____
____	_____	_____	_____	_____	_____	_____	_____

For the current year only: Baptized Membership/Age Ranges

0-5 years of age (pre-school) _____

6-10 years of age (lower elementary) _____

11 years of age (middle school) _____

12 years of age (middle school) _____

13 years of age (junior high school) _____

14 years of age (junior high school) _____

15-17 years of age (senior high school) _____

Other important factors:

SAMPLE AGENDA FOR PASTOR - PRINCIPAL MEETING
AND OTHER LARGE GROUP OPEN MEETINGS

The local situation will dictate agenda items. Providing coffee and doughnuts and using name tags are often helpful. Circulate an attendance list or have a sign-in sheet at the entrance.

I. Welcome and Opening Prayer

II. Introductions

- A. Exploration Group and Consultants
- B. Individuals in attendance (record names in minutes)
  1. Indicate why those present were invited
  2. Give overview of the agenda

III. Progress Report from Exploration Group

- A. Reasons why the group became interested and was organized
- B. Explanation of the limitations of the Exploration Phase as compared to the Survey Phase and others outlined on the Planning Chart
- C. Methods being used to raise funds to cover Exploration Phase costs
- D. Reasons why you feel a Lutheran high school is necessary
  1. Present your written statement of purpose
  2. Explain the national Lutheran high school movement
- E. Sharing of information gathered in Step Three

IV. Pastors' and Principals' Roles

- A. As key contacts for the Exploration Group
- B. As communicators to their respective parishes
- C. As consultants for the Exploration Group
- D. As mediators to identify and encourage congregation members to attend the upcoming meeting of Congregational Representatives
  1. Explain the purpose of the meeting
  2. Announce the date and place of the meeting

V. Information About Upcoming Group Activities and Concerns

- A. Further information still desired
- B. Purpose and date of Exploration Group Decision Meeting
- C. Follow-up strategy (Step Seven)

VI. Reactions and Feedback

A. Solicit reactions concerning the feasibility study

B. Ascertain their level of commitment and support

C. Request suggestions and indicate how they might be used

VII. Wrap-up

A. Expressions of appreciation

B. Dismissal with a blessing

SAMPLE NEWS RELEASE FOR LOCAL PRESS

ANNOUNCING MEETING OF REPRESENTATIVES OF CONGREGATIONS

- -

(date)

FOR IMMEDIATE RELEASE

_____ High School Exploration Group

MEETING TO DISCUSS A
LUTHERAN HIGH SCHOOL

_____, Chairman
(address)

An open meeting for Lutherans in this area is being called ___(day)___, ____(date)_____, at _____p.m. at _____ Lutheran Church, ____(address)_____, to discuss the concept of starting a new area Lutheran high school.

The featured presentor at the meeting will be _____ of _____. He/she will be joined by _____.

Chairman _____, in announcing the meeting, stated that an Exploratory Group of _____ persons has been conducting the first phase of a high school feasibility study over the past _____ months. "If the idea has merit and if the study is to continue, the strong support of Lutherans is vital and must be expressed at this meeting." _____ added.

Lutherans, in the community are urged to attend the open meeting to discuss the purposes for such a high school and to express their interest as well as their concerns.

Lutheran high schools, which are experiencing strong growth throughout the nation, are not established because of opposition to public schools. Rather, their goal is to establish an alternative secondary program which can place emphasis on the moral and spiritual development of the Christian life-style.

Such a school would serve as an extension of the Lutheran elementary school system which already exists in the community.

SAMPLE STATEMENT FOR LOCAL CONGREGATIONS

TO INCLUDE IN A PARISH MAILING OR CHURCH BULLETIN

ANNOUNCING MEETING OF REPRESENTATIVES OF CONGREGATIONS

- - - - - - - - - - - - - - - - - -

Lutheran High School Proposed

All interested persons are invited to attend an open meeting at _____ _____ Lutheran Church on ____(day)_____, ____(date)_____, at _____ p.m. in order to discuss the idea of starting a Lutheran high school in this community.

A local committee has been meeting for _____ months to explore the feasibility of such a program of Christian education for our youth. This is your opportunity to learn about the purpose of such a school and the work of the committee to date.

Please plan to attend so you can ask questions, become informed, and express your interest, support, and concerns.

GO or NO-GO CHECK LIST

Each member of the Exploration Group, at the direction of the chairman, should complete the Check List individually without consultation. The secretary will tabulate all Check Lists. The results will be announced and discussed.

Place a check mark in one of the three columns for each item. Be prepared to discuss your choices.

	Yes	No	Not Certain
1. Do you sense that the Exploration Group is enthusiastic about the idea of a Lutheran high school?			
2. Was it rather easy to raise funds for the Exploration Phase expenses?			
3. Do you feel that you personally have developed a clear understanding of the purpose for the Lutheran high school?			
4. Are there adequate accessible finances from Lutheran and other sources for establishing and operating this high school?			
5. Can adequate facilities be provided, at least for the first few years?			
6. Will the beginning and continuing enrollments be adequate?			
7. Have the Lutheran pastors and principals demonstrated support for the concept?			
8. Has a high level of interest been demonstrated by many parents?			
9. Is your Lutheran community generally supportive of the idea of a high school?			
10. Does the general community show interest in participating in this venture?			
Total:			

The group may find that you want to use this Check List again during future meetings. As you do, you should expect fewer check marks in the "Not Certain" column as an indication of progress.

SAMPLE NEWS RELEASE FOR LOCAL PRESS

ANNOUNCING NO-GO DECISION

- - - - - - - - - - - - - - - - - - - -

(date) FOR IMMEDIATE RELEASE

_____ Lutheran High School Exploration Group
_____, Chairman
(address)

PLANNING DISCONTINUED
FOR LUTHERAN HIGH SCHOOL

Planning for a new area Lutheran high school has been discontinued. According to _____ _____, chairman of the local Lutheran high school Exploration Group, after much consideration the decision was made with reluctance and regret.

On the basis of information gathered over the past ____ months, it was felt that adequate support could not be generated to offer a quality Lutheran secondary program. The decision was made on __(day)____, __(date)_____.

The committee was convinced that through the blessings of God there could be much value in a Lutheran high school for the youth of the community. "This realization contributed to the difficulty of the decision to discontinue the planning effort", _____ said. "The contributions of many people toward the exploratory study were very significant and appreciated," _____ added.

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SAMPLE STATEMENT FOR LOCAL CONGREGATIONS

ANNOUNCING NO-GO DECISION

- - - - - - - - - - - - - - - - - - - -

Committee Discontinues High School Planning

The local Lutheran committee which was engaged in the Exploration Phase of a feasibility study for a Lutheran high school in our area has decided to discontinue its planning and development study. Because the committee was convinced of the potential value of such a school, it made their decision a most difficult one.

After a number of months of study it was determined that adequate support could not be generated to be able to start and continue offering a quality program. Committee members express their appreciation to all persons who contributed to this endeavor. They pray that God's abundant blessing will rest upon all of the programs of Christian education which now exist within the parishes of our community.

SAMPLE NEWS RELEASE FOR LOCAL PRESS ANNOUNCING GO DECISION

- - - - - - - - - - - - - - - - - - - -

(date) FOR IMMEDIATE RELEASE

_____ Lutheran High School Exploration Group
_____, Chairman
(address)

LUTHERAN GROUP CONTINUES
HIGH SCHOOL PLANNING STUDY

The planning of a new Lutheran high school will continue, was the decision announced (day), (date), by _____, chairman of the local Lutheran high school feasibility study committee. After _____ months of effort by this Exploration Group with the Lord's guidance it was determined that interest and support for the school merited continued study.

"We have been most pleased with the feedback and cooperation from pastors, teachers, and parents," (chairman) commented. Many people feel a need for such a school and seem to be willing to support it financially. A parental concern for religious instruction and for the moral and spiritual development of the youth is very apparent. Local Lutheran parishes also view the school as a potential extension of their ministries.

A Steering Committee will soon be elected by Lutheran congregational representatives. (chairman), stated that they seek the blessing of God as this new committee continues the feasibility study through a Survey and Planning Phase. "Congregations will soon be asked to adopt a resolution signifying their commitment to the continuation of this study," (chairman) added.

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SAMPLE STATEMENT FOR LOCAL CONGREGATIONS ANNOUNCING GO DECISION

- - - - - - - - - - - - - - - - - - - -

Planning for New High School to Continue

It has been determined that the planning of a new Lutheran high school which was initiated several months ago merits continuation. The original study committee feels that adequate support has been shown to justify the expansion of this feasibility study. We praise God for the encouragement and blessing He has provided.

Meetings of Lutheran congregational representatives will soon be scheduled to nominate and elect a Steering Committee to conduct the Survey and Planning Phases of this study. All congregations will be asked to consider passing a resolution indicating their willingness to cooperate in the continuation of the study. More information will be forthcoming soon.

SAMPLE CONGREGATION COMMITMENT RESOLUTION

WHEREAS, The Exploration Group of area Lutherans has completed its work on the Exploration Phase, Phase I, of a Lutheran high school feasibility study; and

WHEREAS, The information gathered during the Exploration Phase indicates much interest in such a program of Christian education for our youth is present; and

WHEREAS, Lutheran high school planning materials and trained consultants are available to help conduct such a study in a thorough and professional manner; therefore be it

Resolved, That we urge that the feasibility study be continued into the Survey Phase, Phase II, under the direction of a carefully nominated and elected Steering Committee; and be it further

Resolved, That we hereby commit ourselves to be supportive of the continuation of that study, pledging to give prayerful consideration to requests of cooperation and support; and be it finally

Resolved, That we implore the blessings of God and the guidance of the Spirit upon the continuation of the work of the Lutheran high school study committee.

Name of Congregation: _____

City: _____ State: _____

Signed by: _____

Position: _____ Date: _____

SAMPLE DISCUSSION OUTLINE FOR FOLLOW-UP STRATEGY MEETING

WITH CONGREGATIONAL REPRESENTATIVES AND/OR PASTORS AND PRINCIPALS

The type of meeting to be held, as well as the local setting, may dictate changes in this discussion outline.

1. Appreciation of past cooperation and support.
2. Explanation of the basis upon which it was decided to continue the feasibility study.
3. Brief review of the purpose for this new Lutheran high school.
4. Discussion of the basic outline of the Survey Phase from the Planning Chart (H02).
5. Sharing of information regarding Steering Committee make-up and sub-committee organization.
6. Development of confidence in the high school planning materials and consultants.
7. Presentation of the copy of Congregation Commitment Resolution explaining its function.
   a. Resolution does not indicate that the congregation is ready to support a high school.
   b. Resolution does indicate a willingness to support further study of the possibility of beginning a high school.
   c. Adopting the resolution grants eligibility for a congregation to send official voting representatives to the congregational representatives meetings.
8. Offer the availability of a member of the Exploration Group to speak to the congregation at a worship service or a voters assembly.
9. Announcement of the place and date of the next meeting of congregational representatives.
   a. Officially accept adopted Congregation Commitment Resolutions.
   b. Select a Nominating Committee to prepare a slate of candidates for election to the Steering Committee.
10. Express anticipation of future cooperation and commitment.
11. Thank God for His guidance during the Exploration Phase and ask for continued wisdom and zeal for those who will be involved in the critical work of the Survey Phase.

BASIC TIPS TO KEEP IN MIND

Applicable throughout the entire feasibility study and planning program are these Basic Tips suggested here in the hope that they will help avoid the development of misunderstandings and negative attitudes.

It is not uncommon to hear comments such as the following:

"Planning a Lutheran high school here? I don't think so, I haven't heard a thing about it." ----- "I don't know why they want their own high school. I think the Lutherans are very self-serving and against public education." ----- "What really gets me is that people say they are interested in supporting a Lutheran high school and then it turns out to be just talk." ----- "I don't know how the high school planning is coming. I read a few things about it but I haven't been active."

Some of the attitudes and comments reflected above can be eliminated by using the following suggestions:

- Appoint a person to be responsible for communicating committee work.
- Distribute progress reports and announce meetings to all area churches.
- Schedule oral and visual presentations in the churches.
- Utilize district and synodical publications.
- Send updates to pastors, teachers, and district and synodical officials.
- Announce broadly and hold open meetings to share and receive information.
- Gear some of the communication to the youth.
- Let it be known that the official Lutheran position supports public education.
- Stress the fact that Lutheran schools are options and are not opposed to public schools.
- Work together with public school administrators for both systems.
- State in numerous ways the spiritual values inherent in Lutheran schools.
- Point out that your school is the result of the cherished American freedoms of parental choice, voice, and the free exercise of religion.
- Communicate how public and nonpublic schools are both engaged in the task of education -- both serve the public and contribute to its common good.
- Publicize your enrollment policy.
- Keep updating and communicating the facts about fees, location, and opening date.
- Prepare suggested sermons for pastors to deliver in support of the school.
- Poll both youth and parents a number of times to determine interest.
- Involve as many people as possible in fund raising, telephoning, canvassing, typing, etc.
- Highlight positive progress; keep interest alive.
- Do not force premature decisions; allow people the freedom to change their minds.
- Communicate often with the Lord, individually and as a group.

Instructions for Ordering Resources for

PLANNING FOR LUTHERAN HIGH SCHOOLS

Order materials from either of the following Synodical Education Offices:

Board of Parish Education
The Wisconsin Evangelical Lutheran Synod
3614 West North Avenue
Milwaukee, WI 53208

Board of Parish Education
The Lutheran Church-Missouri Synod
3558 So. Jefferson Avenue
St. Louis, MO 63118

Prices are as quoted plus postage. Make checks payable to: Board of Parish Education. Several documents refer to helpful supplementary materials which were not designed specifically for this project. They are not listed below but may also be ordered from the respective synodical office.

H01 GUIDELINES FOR GETTING STARTED . . . . . ~~.50~~ .75

The seven beginning steps of the Exploration Phase (I) with resources.

H02 PLANNING CHART 25

Master outline of basic committee activities and materials for all six Phases.

H03 STEERING COMMITTEE HANDBOOK . . . . . ~~.50~~ .75

Guidelines for the Survey Phase (II) and the Planning Phase (III).

H04 BOARD OF DIRECTORS HANDBOOK 50

Guidelines for the Implementation Phase (IV) and the Operating Phases (V, VI).

H05 "THANKS, WE NEED THAT" - SLIDE/SOUND PRESENTATION $35.00

18 minute visual/oral two slide projectors/cassette player presentation of the values of Lutheran secondary education: 210 color slides, cassette recording, printed script, discussion suggestions, and options for adding local slides and accompanying script.

H06 RESOURCES FOR ORGANIZATION PLANNING . . . . . ~~.50~~ .75

Constitution, bylaws, administrator's job description, and policy guidelines.

H07 "THANKS, WE NEEDED THAT" - BROCHURES . . . . . $1.50 per 100

Series of 3 promotional brochures for mailings, bulletin inserts, and meetings.

H07A "Young People Say - Thanks, We Needed That"

H07B "Parents Say - Thanks, We Needed That"

H07C "The Community Says - Thanks, We Needed That"

H08 RESOURCES FOR ENROLLMENT PLANNING . . . . . ~~.50~~ .75

Strategies for recruitment, enrollment projections, and transportation.

H09 RESOURCES FOR FINANCIAL PLANNING . . . . . ~~.50~~ .75

Funding the feasibility study phases, the first year, and continuing years.

H10 MAINTAINING FISCAL RESPONSIBILITY . . . . . ~~$1.00~~ 1.25

Suggestions and forms for accounting, budgeting, and five-year projections.

H11 RESOURCES FOR SITE AND FACILITY SELECTION 50

H12 RESOURCES FOR INSTRUCTION PLANNING 50

Curriculum development, staffing, and compensation guidelines.